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TO PROSPECTIVE STUDENTS.

Are you expecting to enter school in the near future? If so we believe we can offer you inducements to come to Greer College. Among other advantages that may be secured here we shall call your attention to the following: The student can enroll at any time during the year and secure just such work as he may desire. Many young people are compelled to work for a part of the year and they then can come in for a term of ten weeks or twenty weeks and get credit for all work done and when the subjects in any one course have been completed they are entitled to a diploma for that course. Many of the farmer boys work during the summer and come in during the winter and in two or three winter terms complete their Commercial courses or take up more advanced work if they so desire. Teachers who are teaching through the winter come in during the summer term and many others who have been teaching on a Second Grade Certificate take up the work for a First Grade Certificate and many of them complete enough of the work during the summer vacation to enable them to pass their First Grade Examination. Students who have completed the eighth grade work will be able to enter our Second Grade Certificate course and in one year will be well prepared to pass the Second Grade Certificate examination and will be entitled to a diploma for that course. They are then admitted to the second year or First Grade Certificate course, which can be completed in one year; and are then prepared to enter the third year Normal or Preparatory course. At the end of the fourth year they are well prepared to pass the State Certificate examination and are given the Bachelor of Pedagogy Degree. They are then prepared to enter any college or university and are admitted to the regular college course. These college courses, like the preparatory or Normal courses, are arranged so that each year's work is a complete course in itself and entitles the student who has completed it to a diploma and a degree. The first year's work entitles the student who has completed it to the Bachelor of Literature, the second to the Bach-

elor of Science degree and the third to the Bachelor of Art—thus making a continuous course of eight years, beginning with the Commercial course and ending with the Classic. This gives the student a very liberal education along practical lines. As school is in session forty-eight weeks in the year, with no vacation except Friday and Monday between terms, the students are enabled to accomplish at least one-third more than is usually accomplished in most schools.

No entrance examinations are required and grades are accepted from other schools at the option of the President. But students in order to complete courses must give satisfactory evidence that they have done all the work required in the courses they are taking and in all the courses before the one they are taking. Grades from Greer College are accepted by nearly all the leading colleges and universities, and graduates from her find no difficulty in securing good positions as teachers, stenographers, bookkeepers or any special line in which they have made preparation, and many of the young people who have taken courses at Greer college are now holding good positions or are doing well in professional life, and quite a number of them have gone into Civil Service work.

We are fortunate in being located in a large agricultural district and at a convenient distance from Chicago, where supplies can be purchased at the lowest rates. We are also fortunate in the fact that John Greer has left the greater part of his fortune as a perpetual endowment to keep up the expenses of the college and thus enable us to carry into effect the motto given by him, "The poorest is heir to the best." Many young people who have no money with which to pay their expenses come here and make their entire way, as all the work about the college, dining room, kitchen, etc., is done by the students in payment for accommodations received.

This school is the best of the kind in this part of the country and ranks with the institutions located elsewhere where five hundred to one thousand dollars is charged for the same accommodations that are offered here for one hundred ninety-nine dollars.

Our Faculty is made up of men and women who have made a special preparation for their line of work, and the classes are so arranged that the student receives all the necessary attention to enable him to advance rapidly. The moral influence is better than in most cities, as Hoopeston has never had a saloon and is noted for its cultured and refined people whose influence tends to build strong character. The school is non-sectarian, but all the leading denominations are represented in the faculty and student body. All the instructors are Christian men and women who belong to the churches and take an active interest in the religious welfare of the student.

No matter what the previous educational advantages have been, the students here will be given the work needed, and many come here who have had no previous advantages for securing even the common school education. There is no class spirit and the young men or women who are studying spelling, beginning grammar, reading, etc., and who conduct themselves as ladies and gentlemen, stand just as high socially as the one who is studying in advanced college courses.

We will be pleased to send an illustrated catalog to any one who is interested in school work, and are always glad to answer questions by correspondence or have the young people visit us and investigate conditions for themselves. The hundreds of satisfied young people throughout the country who have bettered their conditions by taking courses at Greer College are the best recommendation that any school could have.

DOES A COLLEGE COURSE PAY?

In the highest, the best sense, everyone who ever went to college, and got what the college had to give, will answer yes. But does it pay as a financial investment?

From a circular sent out by the government we gather the following facts: Those men in the United States who have become eminent in any line of useful and reputable "endeavor," uneducated, NONE; high school graduates, one in four hun-

dred and four; college men, one in forty-two. Or to put it in a different way—if a boy, educated in the common schools, has one chance to become eminent, a high school graduate has TEN and a college man has TWO HUNDRED.

The same authority shows that the average earning power of a college man is found to be TWO AND ONE-THIRD times that of the high school graduate; TWENTY times that of the common school graduate, and that the earning power of a man is so increased by a college course that IT ALONE will pay for the whole course within three years.

Most important of all, many lines of work give the preference to college men, other things being equal, and some of the largest electrical and engineering concerns refuse all "learners" unless they are college graduates. The boy with only a common school or high school training is hopelessly handicapped, HE DOES NOT EVEN GET THE CHANCE TO TRY WHAT HE CAN DO.

Say what we will about opportunities that come by luck, from favoritism, and by birth—the fact remains that in this country the ONE GREAT SOURCE OF OPPORTUNITY IS EDUCATION.

Brains and energy are not made in colleges, but with these, a College Training is a Valuable Asset.

Can you afford not to go to college?

"The great gifts are offered to all; only the willing receive them."

If you are at the bottom and expect to stay there, always competing with the least intelligent and poorest class of labor—Don't Go To College!

If you don't want to go—Don't Go!

If you are a genius, heaven-endowed—Do As You Please About Going.

If you have no brains, no push, no energy, no ambition—Don't. Go! Without these things you cannot succeed, whether you have a college training or not.

But if you are an Average Boy, if you are anxious to succeed, if you have made up your mind that you are going to use every intelligent means to success, and if you have made up your mind that you are willing to work—GO TO COLLEGE!

"People do not lack strength, they lack will."—Victor Hugo.

TO PARENTS.

The great majority of parents are anxious for their sons to become men of influence, strong men in the communities in which they may reside, and such parents cheerfully make sacrifices that this may be so.

Assuming that you are of this number and that you believe with us that education is the surest and most practical means to the desired end, the question arises, to what school

will you send your boys? With no hesitancy or false modesty we recommend our own school to you. We do this because we know what we can do. We understand their needs and we believe in their possibilities; we have faith in their ultimate success.

We are specialists in preparing boys for college. Our success in this work has been more than ordinary and we attribute this to two things. First, we look upon every boy entering our school as bringing with him a personal problem to be studied and solved in his interests alone. Second, from the beginning, every effort is made to get each student to work for some definite purpose and at no time in his course is he allowed to lose sight of this purpose. With this simple method as our guide, for years the results of our work have been good.

Not every pupil that comes to us is successful. Earnest effort is made to secure the hearty co-operation of every student, but some fail to give us this, and in so far as they do, they fail to receive from the school that which they should.

Ours is a school for the bright boy—there is none better, and for the boy that needs special encouragement there is none just as good. It is the school for the individual; he is never lost sight of.

It is our business to train boys to be manly and self-reliant, to know their own powers. We can help your boy. We fit boys for any college and teach them to believe in themselves—to know that success depends upon individual effort—to know that a man never fails until he is willing to fail.

Education alone will not insure success, but without education the average man cannot succeed.

"There is nothing so easy that it is not difficult to the unwilling."—Terence.

Select Your Studies.

While there are certain studies all should take, yet some come here with more advancement in one branch than another, hence we give our students the privilege of selecting their studies. We find that such a course is best for our students, and to benefit them is our whole purpose.

No Examination on Entering.

Owing to the fact that many young persons are greatly embarrassed when they enter school, so they cannot do themselves justice in an examination, we do not require it, but arrange their studies as they think proper, and make such changes later as seem best.

Do I Know Enough to Enter?

Many young people hesitate to enter, fearing that they don't know enough. Throw aside this thought.

You will notice that we have classes beginning arithmetic, penmanship, spelling, letter writing, grammar, etc., so that you can find work to suit you. If you think you are not far enough advanced to enter on a regular course of study, you could enter the common school course in the Normal for a few weeks or a month before beginning a regular course. But this is seldom necessary. If you can read in the Fourth Reader you can begin the Commercial, Shorthand, Telegraphy or Normal work.

Delays are Dangerous.

Don't postpone coming until next year. Come now. Delays in such matters are dangerous. The desire for an education may die out, then you will always regret that you let the opportunity pass by unused. Life means too much not to prepare for it. The mind must be cultivated, strengthened and fed. As a man thinketh, so he is. Six, nine or twelve months with us will be a source of much happiness to you in years to come.

Give Us a Note.

We will accept bankable notes, if you have not the ready cash, and we will let these notes cover not only tuition, but table-board also. We are glad to help worthy young people toward mental and moral excellence. Many have accepted the above offer and have been an honor to us and to their relatives. In taking notes, we require them to be signed by two other financially responsible persons besides the student. All young persons have some such friends or relatives who will gladly do them this favor. It takes cash to run the school; and we must know that these notes will be paid at maturity. We will make the time of payment long enough, so that the student can earn the money by using the education he has gained. If you desire to accept the above offer, we will send you a note, and you can have it signed and bring it with you.

Work Way Through School.

We can give a number of young men and young ladies an opportunity to work their way through school, as scores have done. They can work for us a while before they start in school and earn tuition, then work for table board while attending school. All of our dining room work is done by those who are in school. Do you want such an opportunity? If so, write to us. We shall be glad to help you.

The college one attends has a wonderful influence upon his success after he leaves school. The habits formed while there will stay with him through life. No school can do more towards planting seeds of success than has been done by Greer College for those who have attended it. Thousands testify to the value of our work.

Success is Honorable

If honorably attained. We do not desire to prejudice anyone against any other institution of learning, for all schools have commendable features. We would rather speak their praise than name their weakness. We desire success built upon our own merits, but not upon the ruins of some other institution. This we believe to be practical Christianity. God created us for earth as well as for heaven, and surely he will not look with disfavor upon merited worldly success.

We are for the education of the people, and we wish to see all institutions of learning prosper. If, after reading the catalog, this institution suits you we hope to see you here, and will do everything in our power, not only while you are here but after you leave us.

If some other institution suits you better, you will take with you to that institution our very best wishes.

Our Faculty.

Knowing the necessity of an able Faculty has led us to employ the best talent that we can secure. Each teacher is authority on the subject he teaches. In other words, he is a specialist. They are masters. We cannot afford to employ any but the best.

The City of Hoopston

Is a most beautiful one of about 6,000 inhabitants, who are noted for their hospitality, generosity and morality. They are alive to every elevating influence and enterprise. This is shown by their magnificent public library, their superior public schools and their churches. The very atmosphere of Hoopston is freighted with "outward and upward," and the spirit becomes an inspiration to the mental activities of the student. The numerous trains on the various lines leading to Hoopston are a great convenience to students, besides a saving of hotel bills. In case of sickness at home, a student is not compelled to wait twenty hours for a train, but he can find trains going out almost any time.

Library.

This library is kept in the public study-room, where students have access to it at all times. We urge them to use it. Space will not permit us to describe this library or even to name the books. We need only say they are carefully selected and meet all the demands of the student. From time to time scores and scores of books will be added.

Main Building.

For beauty and convenience the building is not surpassed in the west. It is of modern style and contains all the improvements known in building, three stories.

The first story contains the large, beautiful dining rooms and gymnasium. The second story contains the President's office, reading and study-room, large chapel hall and several recitation rooms. The third story contains the commercial rooms and other recitation rooms. The building is

Heated by Steam.

This is worthy of consideration. Some students will not be suffering from intense cold while others will be suffering from intense heat. The gas that escapes from stoves is very injurious and the unpleasant coal dirt is quite offensive; with our literary education we should learn cleanliness.

Location of Main Building.

The site is a beautiful elevation, located in the northwest part of the city. The site is six blocks from the depot, thus being away from the noise and business of the city, surrounded with the highest moral influence possible.

Economy is a Virtue.

Extravagance is a vice. We endeavor to inculcate in our students those habits which will serve them best after they leave school. It costs enough to secure an education, let the student be ever so economical. We therefore discourage every form of extravagance, not only of money, but of time also. For any misconduct that in the estimation of the President of the school is detrimental to the best interest of the student or school, such student is liable to expulsion.

Every student who enters this school is expected to use his time as will best meet the purpose for which the school is established, viz.: that of developing the highest powers of the student and best preparing him for the highest usefulness and happiness.

Why Pay Entire Year in Advance?

Because the student then makes definite plans for a year's work, and accomplishes more.

Because the rates are much cheaper.

Because it is not best for a student to carry much money with him. The tendency is to spend it too freely. Besides other students will be wanting to borrow, and, rather than refuse, he will loan it, to the borrower's hurt and his own detriment.

We hope at least two hundred students will enter, determined to remain for the full school year. They will never regret it. It will bless their entire lives. We are sure no school can give more for the money than we will. The teachers will help you not only in the classroom, but out of it. You will find them to be your friends, ever striving to assist you.

A year spent in this institution will add success and happiness to every day of your after-life. The uneducated man of today has a hard battle to fight. It is warfare of ignorance against wisdom, and defeat will always be his portion. Young man, young lady, you cannot spend one hundred and ninety-nine dollars in a better way than to invest it in forty-eight weeks of educational work with us, and thus giving yourself a more extended knowledge, broader views, and a wider wisdom. Too many are like the imprisoned light of the locomotive that sees only the track on which it runs. The beautiful flowers and rich fields on either side are passed by unseen.

Greer College will give you that knowledge, which will not only serve you in the school room, but in this great workhouse in which are enacted all the scenes of a man's life. Be not narrow and shallow, but broad and deep.

Laboratory Methods in Business Education.

Education has one broad purpose, the development of ability. Once it was supposed that education meant the accumulation of knowledge; now we know that it is not the knowledge itself that gives the value to an education, but the power that is developed in getting the education. Power is developed only through activity—there is absolutely no other way. Hence, philosophical education chooses that method of knowledge getting which compels most mind activity on the part of the learner. The practical application of this principle in the schoolroom has given us what has come to be called "laboratory teaching" in order to distinguish it from teaching, which merely consists in imparting information either orally or by means of a book.

There are three ways for a pupil to learn things: First, they may be told to him; second, he may read about them; third, he may, under proper direction, be led to find them out for himself. In laboratory teaching all these ways are combined, but emphasis is put on the last one because that is the one that throws the learner on his own responsibility, teaches him to think for himself; gives him, in fact, the power of intellectual locomotion. Moreover, the knowledge which is acquired by good laboratory teaching lasts better than that which is merely poured into the memory, as we would pour water into a jug. It has more points of contact with the mind.

Shorthand.

The commercial value of shorthand writing is apparent to everyone who has given it a thought, or who has spent even one day in any great center of business. The hurry and rush of business forbids that the

business manager shall write with a pen all the letters which his business demands. His time is too valuable. He has found a better way. It is through the stenographer and typewriter. That which formerly consumed hours of his valuable time now requires only as many minutes. This has provided employment for an army of stenographers and typists. The demand for such is great.

Preparation for Shorthand.

In order to be a successful stenographer, and thus secure the best salaries, one needs to know more than simply how to write shorthand and transcribe notes. One must have a thorough English education and much general knowledge. Every shorthand student ought also to take a thorough business course. The more the stenographer knows the more he is worth, and the greater will be his salary.

The Gregg System.

We teach the noted Gregg system, which is the easiest system to learn and the fastest to write. A little investigation will convince anyone of its superiority. We propose to give our students the best there is in each line of work, and to do this in Shorthand we must teach the Gregg System. We also teach the Pitman System.

Rates.

While we have kept the standard of our work up to that of all shorthand colleges of high rank, yet we have made our rates about two-thirds the usual price. We desire to place Shorthand and Typewriting within the reach of hundreds of bright and worthy young people who cannot pay the price usually charged.

Time Required to Complete Course.

The question, How long will it take to complete Shorthand and Typewriting is often asked, but never answered until the student answers it by his own work. Students differ so much in their aptness to learn, and in their educational qualification when beginning that we can't answer with any satisfaction. Some who have a good general education and who are thorough in English might be able to take a position in four months, while others require six months, and still others can put in twelve months profitably on the work.

Touch System.

While we do not compel our students to use the touch system, yet we recommend it. It is slower in the beginning, but speedier in the end. We teach the student how to write so as to acquire the greatest speed. Typewriting has been reduced to a system.

Can I Secure a Position?

If you are thoroughly competent,

we unhesitatingly say, Yes. There is a great demand for such and it is increasing. Through our influence and help and your energy and ability, you are almost certain of a position. We have secured assistance of several bureaus of help, whose business is to appoint worthy stenographers to positions. We will not deceive you by telling you that as soon as you complete the course you will step into a lucrative position. This we can assure you—no school can or will do more towards preparing you for a good position, and no school can or will do more towards helping you secure such a position. We base our success upon the success of our students, and nothing pleases us better than to help them into remunerative and pleasant positions.

Employment of Stenographers.

There is really a scarcity of well qualified stenographers, and the scarcity is growing more and more pronounced as the weeks go by. There is undoubtedly a surplus of incompetent young persons or others, who call themselves stenographers; writers of worthless systems; deficient in general education; deficient in all things that go to make up the successful stenographer; who go about applying for positions that they are unable to fill; that work at any price, and thus make it appear to the unthinking as though the market were overstocked. In spite of this, the really competent stenographers are always employed at good wages. Stenographers who are capable of earning from ten to twenty dollars a week have no difficulty in readily finding good places, and are offered many positions every year that they do not care to accept because their present employment is more satisfactory. The stenographer who is capable of earning from twenty to thirty dollars a week will always be found in some high-grade, responsible position, and is never out of employment a single hour.

Shorthand Work.

The work embraces all kinds of dictation from the easy letter to the most difficult legal document. Before completing the work the student is given actual dictation work from the correspondence of the President or other members of the Faculty. He is also required to take down the addresses and talks given at our chapel service, etc.

Bookkeeping.

The Bookkeeping in this course is not our complete Actual Business Course of Bookkeeping, but includes the theory of plain bookkeeping—day book entries, journalizing, posting, taking trial balance, closing ledger, and making out a balance sheet. This includes the fundamental principles of all bookkeeping, but not

the various forms used in the varied kinds of business.

Grammar.

In this work we give but little if any time to technicalities, but much to the practical, every-day use of our language. This is one of the interesting and valuable branches in the course. In fact, scores who are not taking the Shorthand Course take this class for its practical value.

Pennmanship.

This includes a good business hand; not flourishes, which are all right in ornamental work, but which have no place in business.

Spelling.

This includes the correct spelling of such words as are used in ordinary business. This is one of the most essential branches in a Shorthand Course.

Letter-Writing.

Here the student is drilled in the use of capitals, all marks of punctuation, paragraphing, etc. A letter must not only be accurate, but it must present an attractive appearance.

Space will not permit a complete explanation of the work in this branch. It is of untold value. It is indispensable to a first class stenographer.

T. D'Witt Talmage,

In his Pathway of Life, says: "I am glad that ladies have found that there are hundreds of practical things they can do for a living if they begin soon enough. Among them I place stenography. Much of the time spent in studying the 'Higher Branches' might be spent in teaching them something by which they could support themselves. If you are not expecting to teach and your wealth is not established beyond misfortune, take hold of that kind of study that will pay in dollars and cents in case you are thrown on your own resources. Don't wait until you are flung by disaster on the world."

Conclusion.

In conclusion, we wish to say to our readers that we want you to compare our rates, our accommodations, our course of study, our instruction with any other *first class* college, and we are sure we shall not suffer by the comparison. At no *other* first-class college can you *get* as low rates, and at no *other* college can you find better *accommodations* or better *instruction*. Do more for its students can *or can't* and will do. Our *marvelous* we take in our personal life are always glad to welcome visitors. Our accommodations are open for inspection at times.

THE CHOICE OF A COLLEGE.

How One of the Most Important Questions Confronting Youth Should be Answered.

(By Thomas Nicholson, Corresponding Secretary of the Board of Education.)

One of the most important of questions for our youth is, What college shall I attend? Permit me to offer some suggestions on this subject.

First. It is not simply the scholastic resources of the college which have value. The greatest thing about any institution of learning is its teachers. A college that is not rich in material resources may yet have great teachers—men great to make men.

Williams College was for many years a power in the life of New England, and of the whole nation, and still remains so, but Williams College was not rich in material resources. It made men largely through a man who was a prince of teachers, Mark Hopkins.

Graduate after graduate of Amherst College has testified that the best thing Amherst College did for him was to bring him in contact with Julius H. Seeley.

We would not minimize the value of fine buildings, of great and well-equipped laboratories, of maps, charts, museums, etc. The college which you choose must make a respectable showing in these regards or it is not worthy of you—but, after all, it is wise for you to select not so much the equipment, as the school with the right spirit, and the right ideals; not so much material wealth as wealth of personality and power in the faculty.

Second. In judging the worth of a college the amount of work demanded and the severity of the tasks imposed upon the students should have large consideration. It is said that certain colleges are hard to get into, but easy to stay in; and that other colleges are easy to get into, but hard to stay in.

The college ought to have common sense entrance requirements, framed in line with the best pedagogical knowledge of our day, but these requirements should be neither so low as to let a student in without proper preparation for thorough and successful work, nor so high as to shut out an honest, faithful one, who has devoted four years to earnest preparatory study.

After the student has entered, the college ought to require concentrated and continuous intellectual labor and a high standard of scholarship for graduation. Unless your college teaches you concentration, the ability to work hard and long on a given task; unless it begets in you a taste for hard work and prepares you to face difficult tasks with equanimity, it does not do for you what it should.

That college which makes it difficult for any man to remain among its student body who does not spend at least eight hours each day, including his recitation periods, upon his mental tasks, is rendering the graduate a service of the utmost value—a service the worth of which the graduate will appreciate more and more as he meets and masters the problems of active life.

Third. Other things being equal, it is best for a man to choose a college within his own state. In nearly all of our American colleges more than half of the students come from towns within the states in which those colleges are situated, and in not a few instances the majority of the students come from within a radius of seventy-five miles.

The colleges of the west are more inclined to emphasize the scientific, the mathematical, and the commercial studies of the curriculum; the colleges of the east, to emphasize the linguistic, the philosophical, and the historical studies.

The colleges of the east are older, and hence make larger grants for scholarships and for other beneficiary funds; but there are more students in the west who are earning their way, and they are among the most inspiring and helpful of college companions. It is safe to say that, given equal advantage before one goes to college, a large number of the colleges of the western states are as well fitted to train a man for his life's work and to develop character, as the more richly endowed colleges of the east.

Fourth. The college should have good moral and religious influences. These are of vital significance. The college should have ample possibility for entering into all legitimate forms of social life; it should have the best facilities for recreation, for indoor and outdoor sports, for those things which relieve life of the self-centered and the somber, and make it tingle with joyous vitality; but it should certainly set itself against every form of dissipation.

President Thwing says in one of his little books, "The impression that the college has many bad boys often arises from the attention paid by the newspapers to the pranks which the college boys perpetrate. College pranks, I know, are not signs of regenerating grace; they are signs simply of a surplus of animal spirits. Stealing the tongue of the college bell, sending the Bible of the college chapel from Cambridge to New Haven; the 'hooking' and the hiding of the gates of the professors' houses, are not acts to be commended; they are acts to be condemned. But they are not to be condemned in the same way nor in the same degree that lying or forgery or drinking is to be condemned."

Allowance may be, and must be made for the abounding animal spirits of youth; but no parent can afford to have his son long in a college atmosphere where lying, drinking, or immorality of any sort is allowed or winked at. No man can permanently succeed in life, or come to the highest and best, unless he lays the foundations of a noble character in youth, and sound religious and moral influences are essential conditions in the building of character.

Fifth. Shall the student attend the small college, or the large college? It is true that men of a large college come from a greater variety of conditions and represent larger and more diverse elements in character. They therefore rub against each other with some severity.

The advantage of the small college is that the relatively few students and the relatively large number of teachers tend to promote intimacy of relationship between teacher and student, and between the students themselves. The men trained in American colleges who have rendered highest service to American life more frequently attribute their success to the influence of their teachers than to the teachings themselves.

In this connection the words of Dr. D. K. Pearson, who has given millions to small colleges, are worthy of careful consideration. He says: "The big colleges and universities with world-wide reputations are all right; I have no quarrel whatever with them; they are fulfilling their own purpose well; but I believe that this country could better afford to see them wiped off the list of her educational facilities than to have the struggling 'freshwater' colleges that dot the west and south removed from the reach of the common people. And why? Because these humble institutions are direct products of true American spirit, and still have in them the vital breath of true moral purpose breathed into them by their fathers; because the foundation of every 'freshwater' college in the land is laid deep in the rock of sound, practical Christianity; because these are the only schools of higher education within the reach of a very large and a very representative class of young men and women—those who make up the moral backbone of this nation."

On the whole, we believe an institution which has strong moral and religious influences; which has a high standard of scholarship; which has a good equipment, amply sufficient for the work it undertakes to do; which has from three hundred to six hundred students; which furnishes all the social opportunities and inspirational influences that are appropriate to ordinary practical life, is the best possible kind of institution for at least seventy per cent of our young people.

THE VALUE OF EDUCATION.

Interesting facts are given on the cost and value of an education in a report made by a Brooklyn, (N. Y.) teachers' association. For several years a committee has been acting as a sort of employment agency for high school boys when they leave school, either at the end of the four years' course or earlier. The committee makes it a point to study the tastes, inclinations and capacity of each boy and to secure for him, if possible, a position to which he is especially suited, and its records show them to have been remarkably successful in placing young workers where they have given satisfaction and have been contented.

An incidental part of the committee's efforts has been to prove to boys eager to leave school and to go earning money that education is a commercial asset, and some impressive facts and figures have been adduced to this end. As illustrations, the four sons of a foreign immigrant are taken among others. The father was a laborer, working at a trade, and his wife, a careful and thrifty woman, kept account books, from which the parents were able to estimate that it cost them \$2,000 to support a boy and keep him in school until he was fourteen years of age, when he was graduated from the grammar grades.

His eldest son left school at fourteen and entered an office. He took some commercial training at night school and was promoted from time to time until he became head of one of the departments. At the end of the first year he received \$260, and his wages were advanced until, when he was thirty, he was getting \$832 a year. For the sixteen years he had received a total of \$8884. The next brother in age also went to work in an office at fourteen, but afterward learned a trade, at which he had been working for seven years when he was thirty. He was then earning \$1,060 a year and in sixteen years had received in all \$12,610. The third son continued in school until he was seventeen, the cost to his father being \$557 more than for the two older sons. He then went to work for a contractor and builder, attending classes in the Cooper Institute at night. In his first year he received only \$262, but by the time he was thirty he was getting \$1,650, and altogether in the twelve years had made \$13,152. The father was able to send his fourth son to college—spending on him \$2,241 more than he had on the two older boys—and he studied a profession. He began the practice of his profession at the age of twenty-two at a salary of \$720, but at thirty he was making \$2,200 a year, and in the eight years his total earnings had been \$12,420.

All four of these young men, it is

seen, had some education, and even the first one earned more than the average untrained laborer, but had they all had the full advantage of the high school, to say nothing of further education, their incomes might, and probably would, have been nearer to the level of the fourth son's earnings. There is the further consideration that the wages of the two older sons probably reached their maximum at thirty, while those of the other two are likely to increase.

The experience of these four is a striking revelation of the assertion so often advanced by parents that the final years of a high school course are useless, so far as business is concerned, and that a boy who leaves school at fourteen has the advantage of the one who waits two or three years longer and must then begin at the bottom, where the younger one did, thereby it is argued, losing the extra time spent in school.

These specific instances are only four of many that could be cited. The Massachusetts Board of Education has prepared a table, in which a large number of cases show the relation of a school education to success in life. That there is a direct commercial value in school training is a truth that cannot be too strongly impressed on the public, and especially on schoolboys themselves. If they can pass through a high school course their life prospects are much increased, other things being equal, and if they can then be wisely guided in the choice of a vocation their outlook is far brighter than when they start out haphazard and mentally immature.

CHOOSING THE COLLEGE AS A LIFE INVESTMENT.

(By President Harris, of Northwestern University.)

It is unfortunate that some of the most important decisions in life must be made in youth when there is little experience to guide. The choice of a life work and the getting of education are such matters. What rules ought to guide? Shall the boy leave school when he has completed the grammar course? Shall he continue through the high school? Shall he then go on to college?

College training is expensive; not that the money outlay is very great, but that the colleges take four years of time, and that is a very large part of the whole life of a man as he looks forward from sixteen or seventeen. The decision must be made just at the time when the independence and ambition are growing, and suggest to the fellow the worthy desire to be at work and to pay his own way. With that desire every man sympathizes, and in many cases it ought

to be followed.

I give the young man unstinted admiration for the courage it takes to invest four years—usually the only capital he has at the time—in getting an education, with faith that it is a good investment. Given the right kind of a boy, there is no better investment to be made. After all, the early years are not very profitable as business years. Youth is the time when a man earns least money and earns it with the most effort; youth is the time when a man learns most and learns it with the least effort. This is a safe rule: When in doubt about the wisdom of further study, keep on studying. Stop when you are sure you ought to stop.

The school or college is not the only place in which a man gets an education; but it offers the easiest and most economical education. It gives the beginnings of education, and the beginnings are the really hard parts. There are difficulties in conducting a mine; but the ablest miner is helpless until he finds a paying claim. It is one of the best services of the college that it helps in finding the claim.

A college course may be worth while even if it never gives a financial profit. There are other assets. The college opens avenues to many fields of culture and of achievement. It is a poor fellow who gets through college without having caught something of the spirit of poetry and some knowledge of it; who has not read some of the great books and gathered some inspiration from the great sciences and scientists, who has not learned to know some of the great men of all times; who has not had profit from four years spent under high-minded teachers and fellow students of pure and valiant adventure.

The college man puts in four years as part of a community, the most unselfish, high-minded and wholesome to be found in American life. The man who can live through the college years with college boys and not be the better for it, has either been surprisingly unfortunate in the selection of his college or is very unresponsive to good influences. These years will have accustomed him to the vital acceptance of service as the great thing in life; they will have given him many abiding friendships with other men of fine mold and they will have endowed him or life with a few of those closest friendships—so seldom made after the time of youth—or abiding value as among life's best treasures.

I am not sure, not by any means sure, that my college course as enabled me to get a bigger income than I would be having, if, in 1871 I had gone into business instead of entering the freshman class at Middlebury. But I am sure—entirely sure—that if, with all my present experi-

ence, I were back again in those days of decision, with the broad road straight ahead tempting me to seek an immediate income; and at the side, the footpath to the college, I'm sure, I say, that I'd make the same choice of the old way to the Connecticut halls in which I spent four happy years from 1876 to 1880—to me, great years.

NOT ALWAYS BEST TO REMAIN IN ONE PLACE.

"A contented mind is a continual feast" is a saying that may sometimes lead to a wrong conclusion, as not everybody is able to make a clear distinction between contentment and indifference. It is possible for one to settle down amid his surroundings and acquire a sort of indifference, in the mistaken belief that he is contented. It is a dangerous situation for anybody.

A certain young man inherited a nice village property, a good farm and some money besides. He was on Easy street for the rest of his life, and he knew it. Figuratively, he went to sleep. He had a good deal of business ability, but in his state of mind it did him no good. After a time he was induced to go to a western state and take charge of an electric lighting plant. When, after two years, he visited his old home town, his friends scarcely recognized him. Instead of the sleepy, shambling fellow they had known, they saw a bright, wideawake, alert, thorough-going, young man. His walk was more erect and sprightly, his thoughts more elevated, his speech clearer, in fact, he was a new man, or rather an old man made new by a change of environment. The best thing that can happen to some men, or women, when they have "lived up" their surroundings, is to get into new environment. Our country is so large and its diversity of opportunity so great, that there is really no excuse for one's remaining in a place after he feels like he is becoming stale therein. Many people are like certain plants; they need an occasional transplanting to make them grow and thrive.

One cannot improve one's condition in life without first improving one's self. For that reason we do not treat the technical side of a student's business whatever it may be, but we develop qualities of mind which will make him successful in that business and in all personal affairs, whatever they may be. Success in one's business is but a detail of a successful life, and the proper development of the qualities of mind which bring true success will lead one to greater success in this detail.

GET THE GOLD OUT.

A man once said to me, closing an incident he had just related: "But that's just the way with me. I am granite; no one can influence me in the least—never could." I could not resist the temptation to reply, "Which accounts for a man of your inherited abilities and wealth occupying a place but little beyond where your inheritance placed you." He was not pleased, and of course and at his age he could not be expected to strike out from the old mistaken trail, dug out by vanity and kept fresh by conceit.

The finest gold is found in quartz rock, but to obtain it a large portion of the natural rock must be destroyed. The gold is so mixed with rock, that the separation is a difficult task. The miner who would say, "The Creator mixed them that way, and this way they'll stay, it's their nature," would make about as much out of his mine as the man of granite makes out of himself.

Every person should consider himself crude material in which there runs veins of gold but in which there is much waste material. He should learn his natural characteristics, cherish those that make for higher living and use every opportunity to work them over and refine them.

A bear will hug a man to death; a panther will hide in the branches and spring on his prey, tearing it to pieces; a cougar will hamstring unfortunate beasts and leave them to slow death; a serpent will sink its poisonous fangs into his victim's flesh, dropping there the taint that kills. Each animal acts in obedience to its natural instincts. Man alone of all the animal creation has been given the intelligence and power to overrule these native animal instincts; to subjugate his lower and develop his higher nature. He lays aside his God-given prerogative when he asserts, "Such is my way" and anchors himself to his whims and peculiarities.

WHAT THE BUSINESS COLLEGE DOES.

At the completion of the common school education, there arises the question, "What next?" Young America is inherently active, and only a very small percentage are permitted, or desire, to do nothing. Small also is the number who are fortunate enough to acquire further education in the higher colleges, although this number is rapidly increasing. There remains the problem of providing useful and profitable employment for the large majority who are without this opportunity. This is the question to which the commercial school furnishes the answer.

Professional men are no longer the only successful men, in the broader

sense of the word. Business has come to be a profession, as high up in the intellectual and social plane as any other. The man who "goes into trade" in no wise lowers himself from the position of his brothers who go into the law or medicine. And he has the advantage over them of being in a position to secure quicker returns on his investment. Dividends on his investment—the time and money spent in securing a business education—are paid with less delay, and they are usually larger. In any other profession there is a limit to what one man can do in a day or a year, but in business the limit is only that imposed by his own energy and ambition.

It cannot be said that all business college students have been successful, nor does it follow that the acquisition of such an education will assure any one of a competence for the rest of his days. Nothing can be accomplished without work, and continued hard work. It is true, however, that the business college does put its students in the way of opportunities for quickly developing any latent talents they might have. The field is broad enough to accommodate all, and it is constantly growing. There are so many different phases of business life, and so many diversified business undertakings that the peculiar abilities of each one may be readily adapted to that practical application for which they are best suited.

BOYS OF NO PROMISE.

Henry Ward Beecher was the last boy in his class; Wellington was considered a dunce by his mother, and at Eton he was called a dull, idle, slow fellow; Goldsmith was the laughing stock of his schoolmasters, and was graduated as the dunce of his class. John Harvard was considered a boy of no promise, but he founded Harvard College; Robert Clive bore the names of "dunce" and "reprobate" at school, but at thirty-two he laid the foundation of the British Empire in India; Thomas A. Edison held the record for remaining at the foot of his class, and was reported by one of his teachers as "addled"; Sir Walter Scott was called a blockhead by his teacher and at fifty-five was more than \$600,000 in debt, but through his own exertions he earned enough to cancel the debt and made a lasting name for himself.

The foregoing does not mean that the boy who stands at the foot of his class at school is certain to reach the top, but it does show that success is no respector of persons, emphasizing the fact that every one has the ability to become successful with proper training and development.



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COURSES OF STUDY

COMMERCIAL COURSE.

First Term—Bookkeeping C, Arithmetic E, Spelling C, Grammar B, Penmanship.

Second Term—Bookkeeping B, Arithmetic D, Spelling B, Grammar A, Penmanship.

Third Term—Bookkeeping A, Arithmetic C, Spelling A, Commercial Law, Penmanship.

Fourth Term—Actual Business Practice, Arithmetic B, English B, Geography B.

Fifth Term—Office Practice, Arithmetic A, Civil Government, English A, Geography A.

STENOGRAPHY COURSE.

First Term—Shorthand, Arithmetic E, Grammar B, Spelling C, Typewriting, Penmanship.

Second Term—Shorthand, Arithmetic D, Grammar A, Spelling B, Typewriting, Penmanship.

Third Term—Shorthand, Arithmetic C, Penmanship, Spelling A, Typewriting, Commercial Law.

Fourth Term—Dictation, Arithmetic B, Geography B, English B.

Fifth Term—Office Practice, Arithmetic A, Civil Government, Geography A, English A.

NORMAL OR PREPARATORY COURSE.

First Year or Second Grade Certificate Course.

First Term—Arithmetic E, Grammar B, U. S. History B, Geography B, Elocution.

Second Term—Arithmetic D, Grammar A, U. S. History A, Geography A, Elocution.

Third Term—Arithmetic C, Civil Government, Pedagogy, History of Illinois, Physiology B.

Fourth Term—Arithmetic B, English Composition, Physical Geography B, Physiology A, Penmanship.

Fifth Term—Arithmetic A, English Composition, Physical Geography A, Orthography, Drawing.

Second Year or First Grade Certificate Course.

First Term—Algebra E, Latin C, Zoology B, English.

Second Term—Algebra D, Latin B, Zoology A, English.

Third Term—Algebra C, Latin A, Physics C, English.

Fourth Term—Algebra B, English, Physics B, Botany B.

Fifth Term—Algebra B, English, Physics A, Botany A.

Third Year or State Certificate Course.

First Term—Plane Geometry E, Caesar C, General History E, Literature E, Debating.

Second Term—Plane Geometry D, Caesar B, General History D, Literature D, Debating.

Third Term—Plane Geometry C,

Caesar A, General History C, Literature C.

Fourth Term—Plane Geometry B, Cicero C, General History B, Literature B.

Fifth Term—Plane Geometry A, Cicero B, General History A, Literature A.

Fourth Year.

First Term—Solid Geometry C, Cicero A, Greek History, Literature.

Second Term—Solid Geometry B, Virgil C, Roman History B, Literature.

Third Term—Solid Geometry A, Virgil B, Roman History A, Literature.

Fourth Term—Chemistry D, Virgil A, English History, Literature.

Fifth Term—Chemistry C, Astronomy, English History, Literature.

COLLEGE COURSES.

First Year or Literary Course.

First Term—Plane Trigonometry, German E, Chemistry B, Tacitus B, Oratory.

Second Term—Spherical Trigonometry, German D, Chemistry A, Tacitus A, Oratory.

Third Term—College Algebra C, German C, Geology B, Cicero Advanced, Debating.

Fourth Term—College Algebra B, German B, Geology A, Cicero Advanced, Debating.

Fifth Term—College Algebra, German A, Economics, Horace B, Debating.

Second Year or Scientific Courses.

First Term—Analytical Geometry B, Greek C, Horace A, Ethics, Physical Culture.

Second Term—Analytical Geometry A, Greek B, Livy B, Logic B, Physical Culture.

Third Term—Calculus B, Greek A, Livy A, Logic A, Oratory.

Fourth Term—Calculus A, Anabasis B, Plautus, Psychology B, Oratory.

Fifth Term—Surveying, Anabasis A, Terrence, Psychology A, Oratory.

Third Year or Classical Course.

First Term—Homer B, French, French History, Shakespeare, Oratory.

Second Term—Homer A, French, German History, Shakespeare, Oratory.

Third Term—Sophocles, French, American History, Bible, Oratory.

Fourth Term—Aeschylus, French, American History, Bible, Oratory.

Fifth Term—Greek Testament, French, American History, Bible, Oratory.

REMARKS.

Diplomas will be given on completion of each year's work.

The Bachelor of Pedagogy (B.

Ped.) degrees will be given upon the completion of the four year's Normal course.

The Bachelor of Literature (B. Lit.) degree at the completion of the first year's college course.

The Bachelor of Science degree will be given upon the completion of the second college or scientific course and the Bachelor of Arts (B. A.) degree at the completion of the third year or classical course.

Master's degree will be conferred for one year additional or special work in any course in which a Bachelor's degree has been secured.

Graduates from accredited high schools will be admitted to the College Courses.

The school year consists of forty-eight weeks.

COLLEGE DINING HALL RATES.

Board and Rooms When Paid Ten Weeks in Advance.

Table board at College Dining Hall, per week	\$ 2 75
Room in Greer Hall (2 in room)	1 25
Room in President's Home (2 in room) per week	1 25
Board and room in Greer Hall and tuition, per term of ten weeks	44 00
Board in private family and furnished room, per week, \$ 4.50 to	5 00
Single room	1 50

Special Combined Rates When Paid in Advance.

Two terms (20 weeks) board, room in Greer Hall, and tuition	\$ 85 00
Three terms (30 weeks) board, room in Greer Hall, and tuition	120 00
Four terms (40 weeks) board, room in Greer Hall, and tuition	160 00
Five terms (48 weeks) board, room in Greer Hall, and tuition	199 00

Tuition in Regular Courses.

By the week	\$ 1 25
Ten weeks in advance	10 00
Forty-eight weeks in advance	40 00

The longer we live in this world the more we become convinced how little we know. The people most humble in their opinions are generally the best educated. It is an art which only a few learn to be reticent of our own opinion when everyone around is expressing his, yet this is one of the attributes of the well educated. Silence often speaks louder than speech.—Edward W. Bok.